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ABSTRACT

This document is one in a series of publications designed to assist local school districts in the management of their personnel procedures. This document provides assistance to districts by providing guidelines for staff development and retraining. Discussed in the publication are (1) the need for retraining; (2) retraining policy (federal and state regulations); (3) employee motivation; (4) staff development; (5) retraining; (6) supervision and evaluation; (7) the employee; (8) forms of merit; and (9) recommendations for improving retention. The appendices comprise almost half of the publication and contain definitions, model policies, a checklist for evaluating a staff development program, suggested standards for competent and ethical educators, and a suggested checklist for reviewing the personnel evaluation process. (SI)

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STAFF DEVELOPMENT AND RETAINING

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Oregon Department of Education
Salem, Oregon 97310-0290

May 1988

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FOREWORD

This publication is prepared to supplement Personnel Development for School Improvement, a 1985 product, District Improvement Programs, 1986, and Recruiting and Employing, 1987, all prepared by the Personnel Management Advisory Committee. It is designed to assist school districts to provide four important elements in the effort of local schools to reach the goals of the Oregon Action Plan for Excellence in Education.

School districts are encouraged to develop and implement plans to accomplish programs addressing the selection, training, retraining, and retaining.

The content of this document will assist districts to provide programs covering these areas. It is important that what is planned locally should be the result of local study and procedures that have been developed through the assistance of staff and site committees and, perhaps, other broad-based advisory committees.

Our thanks go to the members of the Personnel Management Advisory Committee, with particular attention to the subcommittee that prepared this document.

Questions or suggestions regarding this publication may be addressed to Milt Baum, Associate Superintendent for School District Services, 378-4772, and to George Martin, Department Personnel Consultant, 378-4773.

Verne Duncan
State Superintendent
of Public Instruction

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TABLE OF CONTENTS

Page

FOREWORD iii

PERSONNEL MANAGEMENT ADVISORY COMMITTEE iv

INTRODUCTION 1

RETRAINING 4
Retraining Policy 6

FEDERAL AMD STATE REGULATIONS 7

MOTIVATION 8

STAFF DEVELOPMENT 8
Examples and Sources of Staff Development Activities 10
Summary of Retraining 11

RETAINING 13

SUPERVISION AND EVALUATION 14
Basic Elements of a Sound Program 14
Supervision 15
Evaluation 16
The Evaluation Procedure 17

THE EMPLOYEE 19

FORMS OF MERIT 20

RECOMMENDATIONS FOR IMPROVING RETENTION 21

SUMMARY OF RETAINING 23

BIBLIOGRAPHY 24

APPENDICES
A Definitions 25
B Model Policies 29
C Checklist for Evaluating a Staff Development Program 35
D Suggested Standards for Competent and Ethical Educators 37
E A Suggested Checklist for Reviewing the Personnel Evaluation 45

INTRODUCTION

This publication is part of a series of Personnel Management Advisory Committee publications designed to assist local school districts in the management of their personnel procedures. Small districts are especially helped, but larger districts will find this of value as a way to check or review their existing policies and procedures.

The previous publications have been made available in each Oregon school district. They should be reviewed from time to time. This document refers to them as a supplement to the content found on these pages.

The earlier series of blue books for which this is the fifth are as follows:

> Personnel Development for School Improvement, 1985, gives emphasis to the factors that affect staff development. These are both personal and professional in nature. The impact on the educational program and needs of students are highlighted.
>
> District Improvement Programs, 1986, gives attention to the areas of staff development, educational program improvement, staff supervision of the educational program and staff evaluation.
>
> Evaluation Guidelines for School Personnel, 1986, enlarges on the content of the prior publication and does so in detail, including the presentation of forms used in the process.
>
> Recruiting and Employing, 1987, leads directly to this document. It describes all the aspects of seeking new employees (both professional and support). This ranges from the identification of a vacancy to the employment of new or the reassignment of current staff members. Attention is also given to the placement and orientation (induction) of individuals to a new position.

This document, drawing upon those described above, will provide assistance to districts as they help employees grow and become more effective in their assignments. This will be accomplished through the staff development retraining activities. This is important so that individual staff members perform effectively and meet district standards. This leads to their possible retaining by the district.

RETRAINING is required in school district because new employees, both beginners and those with experience elsewhere or in another position in the district, regularly encounter new ways to teach, new materials for teaching, new computers and software, new brooms and tools to carry out assignments in the office or along the corridors, and other support staff skills and knowledge. Textbooks change, state standards alter—all of these need new training.

RETAINING is the act that occurs annually in the early years of an employee. The decision to re-employ a person should be based on a number of things that make it evident that the employee is doing a satisfactory job. It is also desirable to identify and take steps to retain those who might otherwise seek employment elsewhere. A large staff turnover is not desirable.

It should be noted that all employees are affected by the personnel procedures, certificated and support members, and those on the path to management responsibilities.

The personnel functions that a district will use are guided by Oregon statutes and rules, court decisions, board policies, and collective bargaining agreements.

These local functions are shown in detail in Chart A, page 3, and are designed to show several steps in the staff management program. They start in the upper left with the decision that there is a vacancy to be filled, and flow along the top portion (I) of the three levels, following the arrows as shown. They include the recruitment program and procedures of the district and continue to the right of this top section until employment has been completed and the new employee assigned. This is shown in Recruiting and Employment.

The line then moves to the left and enters the second portion (II) where the records for the new employee are initiated. The portion of this level at the far right provides for the development and use of the evaluation program.

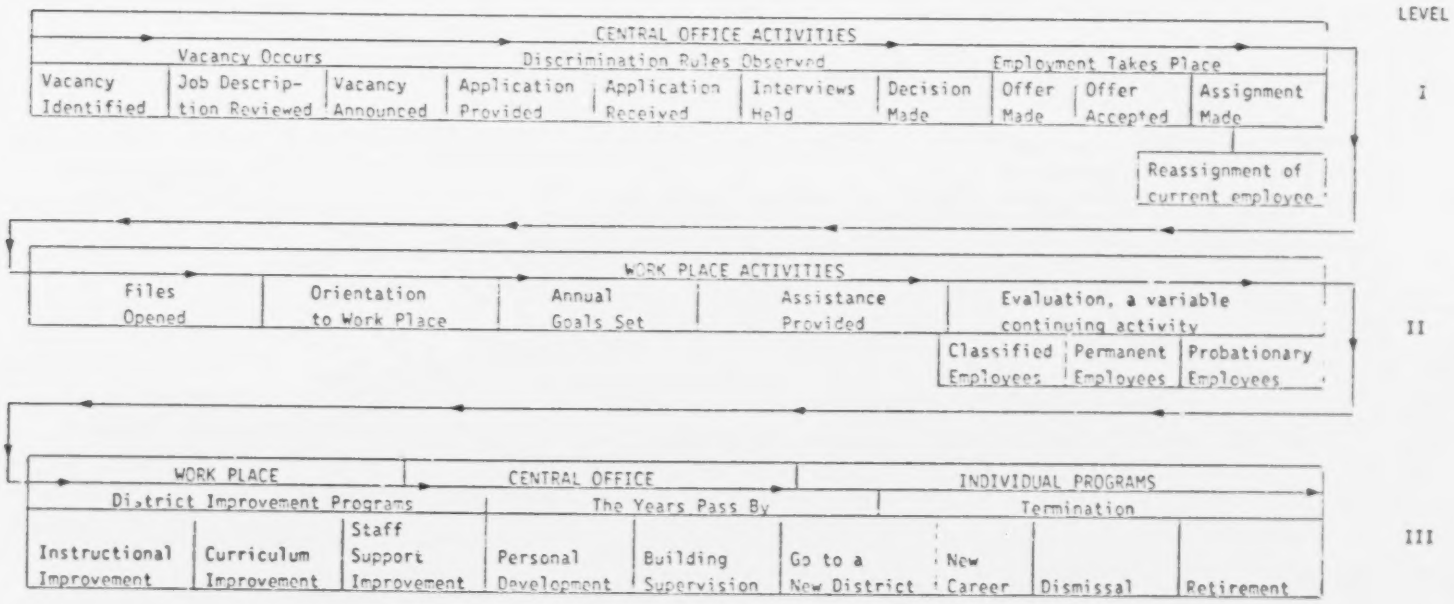
The line then again moves to the left and enters the bottom level (III) of the description of the personnel functions. This is the place where the staff development (retraining) becomes most important and the district improvement programs come into play. Moving along this level there is the continuing process that the district provides over the years of employment until the employee reaches the point of leaving the district or by retiring. It is along this line that the district and employee share decisions on retaining (or staying).

There are two major needs for retraining. One is the personal need of an employee to move up the position ladder, including the advanced degrees that are desirable, and the second is to meet the district requirements.

The latter involves the need of the district to help employees into and through the elements of program improvement, staff development, staff supervision, and staff evaluation shown in Chart B, page 5.

CHART A
PERSONNEL MANAGEMENT FUNCTIONS
For Both Certificated and Classified

This CHART is designed to show the various parts of a staff management program. It starts at the upper left with the identification by the district of a vacancy to be filled, flows to the right through employment and assignment, back to the left and to the right for orientation, goal setting, to evaluation, and again to the left and to the right for various improvement activities and then over the years to some form of termination.



Evaluation is only a part of the staff management functions and applies to all employees. It should be carried out as required by Oregon statutes and rules (ORS 342.850).

RETRAINING

Why Provide Retraining for Employees

There are a variety of conditions that affect staff members individually. They include the following:

1. A district that faces reduction in the number of employees must find, when possible, another position in the district for those affected, and this will usually require some new training for the new position.

2. An experienced employee will often find that changes require further study.

3. An employee who moves from one position to another needs retraining in many cases. This may occur when:

   a. A teacher is legally misassigned and must complete certification.
   b. A teacher moves to a new level of knowledge, general math to advanced math, general science to physics, etc.
   c. A teacher moves to the same teaching assignment, but in another school or district.
   d. An employee is moved up the ladder; to supervisor, principal, etc.; or once a paraprofessional to a more qualified position.
   e. College degrees and certification requirements change.
   f. The certificated requirement set by TSPC are changed.
   g. The employee finds that "life long learning" is essential to keeping up with assigned field(s) and professional growth.
   h. A teacher on the job finds that the college training was only the beginning and that additional skills must be gained.
   i. Technological advances and innovations may be adopted by the district.

The sum of these is to place great pressure on individuals and may have a strong effect on those with whom they come in contact on the job, within the family, and in the larger community.

1. Districts should take into consideration, as they look for, employ and retain good staff members, the employees that have or may develop stress situations.

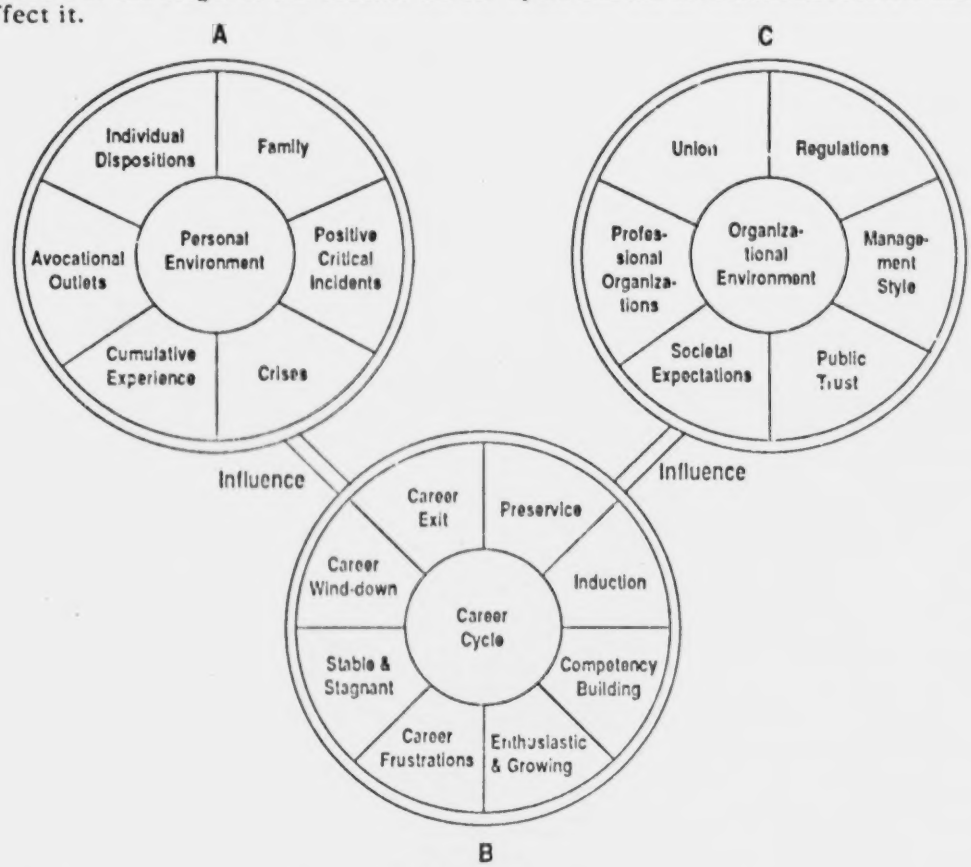
   a. It is necessary to have a way to observe the actions of employees, to interpret what is seen and the meaning of any observed change on and the way the employee carries out assigned tasks.
   b. Some staff members may need to be identified and good personal counseling techniques may be applied.
   c. The knowledge and use of motivation theory is necessary.

2. No one wants to do a bad job. Retraining, for the first-year beginning employee may differ from the second year and that from the third and subsequent years.

3. The reality of living will bring an individual into many changes and stress conditions. Those are shown in Chart B taken from the Phi Delta Kappa Fastback, No. 214, 1984, prepared by Burke, Fessler and Christiansen, titled Teachers Career Stages; Implications for Staff Development. (See page 5.)

CHART B

A model of the stages of the Teacher Career Cycle and the environmental factors that affect it.



These three cycles will appear in the lives of all people, particularly those who may be involved in professional activities.

Cycle A gives attention to the environment within which an individual lives, including the family.

Cycle B addresses the issues that come into one's life as they prepare initially for entering employment, the building by further training (retraining), success on the job and movement up the career ladder until the time comes for changes, including resignation.

Cycle C presents what may be the major pattern of stress and personal conflict. The profession in which one works, the district rules and procedures, the outside society all play roles within which one must react and move.

School districts need to develop the concept that staff development makes a positive contribution to the education of the youth of the district. Retraining for whatever reason is a part of that staff development.

Retraining Policy

The previous pages have outlined why retraining (staff development) is an important personnel function. The needs of the individual employee and those of the district have been presented. Retraining is one of the factors in the larger concept of staff development. There is another factor that enters into this program.

The State Board of Education in its Standards for Elementary and Secondary Schools has a rule on Personnel Policies, OAR 581-22-715(1), "The school district shall adopt and implement personnel policies which address (B) Staff Development." Another section of this rule (1)(a)(D), Evaluation Procedures, will be referred to later, OAR 581-22-715(2) sets details for the evaluation procedures.

It should be noted that the administrative rule requires the district board to develop, adopt, and implement policies. This should be done with the assistance of district administrators. Some suggested policies and related matters follow and may be found in Appendix B, pages 30-33.

It is important to give attention to the intent of HB 2020 of the 1987 Legislature. There are several parts to the statute, and two are responsibilities of the Oregon Department of Education. They are required of all participating school districts. There is a third provision, that of state tuition assistance for promising teacher candidates, which falls under district purview only in the dissemination of information to their students. This must be implemented by the high schools.

The first is the "Beginning Teacher Support Program", ORS 342.782 to 342.798. This program provides procedures to help beginning teachers get assistance from experienced and competent teachers with some financial aid from the State Department.

The other is the "Improvement and Professional Development Program", sometimes referred to as the "site committee" program. This is ORS 336.705 to 336.780. Advisory committees are essential to the program and their membership, appointment, and duties must be carefully carried out.

District and building administrators must follow their usual role within the requirements of the statutes.

Sample Model Policy for a District/School Staff Development Program

It is the policy of the district board to provide a complete program for staff development for all employees. The program shall give appropriate attention to the district curriculum improvement program. Personnel shall participate in the program development. The program may include the following:

a. The use of all levels of employment and the involvement of representatives from each level in planning and appraisal.
b. The recruitment, employment, and assignment of employees.
c. The use of an orientation program for all new employees, both beginners and experienced personnel, and all those given new assignments in the district.
d. The wellness of all employees.
e. The activities designed to adjust curriculum content and instructional methods, and to meet the individual needs of employees.
f. Providing a regular appraisal of program effectiveness and a process for making any necessary changes.

SEE APPENDIX B, pages 29–34 FOR SUGGESTED POLICIES.

FEDERAL AND STATE REGULATIONS

It is important to know and be aware of the various state agencies that also have a role to play in the development and management of staff development programs. They cannot be ignored and are:

1. The state Board of education regulates through its rules and prescribes a form for teacher evaluation (ORS 342.850). (See Evaluation Guidelines for School Personnel, 1986, model forms pages 39 and 40.)

2. The Teacher Standards and Practices Commission regulates certification, assignments, and competent and ethical performance of professional duties.

3. The Fair Dismissal Appeals Board interprets the Fair Dismissal Law (ORS 342.805 to 342.934) and guides districts in dismissal procedures through its orders on appealed cases.

4. The Employment Relations Board interprets and administers the Collective Bargaining Law (ORS 243.650 to 243.782).

5. The Bureau of Labor interprets and administers the laws relating to wages, hours, conditions of empioyment, and civil rights.

6. The state archivist determines what personnel records must be kept and for how long.

7. The role and decisions of the courts cannot be ignored.

MOTIVATION

It is a human characteristic that a person must be motivated if change is expected. This is seldom achieved by telling the adult to do something. A feeling of personal involvement is essential. This is best achieved when the staff member is playing an active part in the changes that are to take place, when opinion and sharing in decisions is sought and accepted.

School district board members and administrators play an important role in assuring employees that they are important and their contributions are helping to bring about change.

It must be recognized that some employees will almost always be opposed to change. Fortunately, many are eager to share in change and want to be an important part in making decisions leading to change.

It must be remembered that teachers, custodians, and all employees respond best when they feel good about themselves and that they do best when they feel that they are in a group of "equals."

Many school districts (and industrial organizations) give considerable attention to the agency WELLNESS program. Indeed, this has become very important in many districts and employees are responding very strongly when the concerns of board members is directed toward the wellness of employees, both their physical and emotional needs.

Motivation, staff growth and positive reaction to the district programs help to retain good staff members.

Motivation may be summarized by the following that appears in Work and the Nature of Man, written by Frederick Herzberg, 1966.

STAFF DEVELOPMENT

Staff development is intended to assist individual employees, both certificated and support, to perform more effectively. A major part of staff development activities has to do with the way in which staff are selected, assigned, and assisted.

1. Staff development must be linked to both program improvement and individual development.

2. Program improvement relates to the needs of the district and school to develop and improve the instructional program and the activities designed to meet the needs of learners. These include but are not limited to:

    a. Changes in district and other curriculum and textbooks.
    b. Changes in building and district policies and rules and other matters that direct the practices of staff.
    c. Procedures for assessing student progress and interpretation of the data.
    d. The practices used in building and district for supervision.
    e. General program improvement and attention to the way the school serves the community.

3. Staff development programs must recognize, respect, and address the practical nature of teaching and other responsibilities that focus in the place where such work occurs.

4. All staff should be represented in planning, implementing, and evaluating school district activities. Research shows evidence that staff development programs created through this process produce a higher number of desired results.

5. The building principal is critical to school improvement efforts and must participate in and support staff development programs. Effective principals are exceptionally clear about the priority they hold for encouraging student achievement. A program that is linked only with the principal may be difficult to implement. Central office personnel may also be appropriately involved in the building program.

6. The preparation of a new employee, or one given a new assignment in the district, must include an initial orientation to the district, the school, and the task.

    a. Induction of the employee to the task should give particular attention to the beginning staff member.
    b. The new employee must learn about and carry out the programs of the school and district. This will be revealed through the demonstration of management skills and student progress in subject matter.
    c. The district and school must be prepared to provide assistance as needed so that the employee has the maximum opportunity for success.

7. It is important to make a distinction between the goals for a first-year beginning employee, the goals for the second and third year, and those for a more experienced employee.

8. A gap separates the experience, training, and education necessary to be an employee, and actual practice. Staff need support during times of change in their professional lives: passage from student to employee, from experienced to master employee, or the transition to other roles.

9. The staff evaluation program of the district will come into play as required by state laws and rules, collective bargaining agreements and board policies.

10. There are many additional factors that building and district administrators need to address when designing a model school-based staff development program.

    a. Having consensus about the problem to be solved through staff development and the outcomes to be achieved through it.
    b. Being clear about the design, operation, and evaluation of the program.
    c. Being clear about the costs associated with the program and how these relate to the benefits expected from it.
    d. Collecting evidence on program costs and benefits and the use of this information.
    e. Deciding about continuing or discontinuing a program once it has been implemented and choosing those to be involved in these decisions.

11. Time for staff development must be made available for all staff and is an important part of both individual development and program improvement.

12. The challenge to use research includes four separate parts.

    a. To have staff development programs convey research to staff and to help them translate the results, adapt selected processes, and convey attitudes of research into workroom action.
    b. To apply the findings of research to the practices of staff development.
    c. To gather data on the school and district characteristics and operations.
    d. To integrate the processes and attitudes of research into the work of all employees.

13. The existence of the state-required job descriptions, performance standards, and individual employee performance goals provides a framework around which the district may build its staff development program. Each district's standards are expected to clearly state the criteria for performance of staff. Staff development should be an effort to maintain and improve skills in one or more of the areas listed in these standards. Individual employee growth programs should be related to performance standards. See Evaluation Guidelines for School Personnel, May 1986, PMAC, Oregon Department of Education.

14. See Checklist for Evaluating A Staff Development Program, Appendix C, page 35.

Examples and Sources of Staff Development Activities

There are a number of Oregon districts that have well-developed programs for staff development. Contact the Personnel Development Section of the Oregon Department of Education at 378-7118 for samples and models of various Oregon school districts.

The state Department has worked at increasing sources designed to help Oregon districts meet the state statutes and rules (see page 7). These include:

1. The appointment of a staff director for personnel development.

2. A survey of Oregon districts in March 1987 found 31 percent of the 221 responses had written staff development plans.

3. Many Oregon districts and individuals now belong to an Oregon Staff Development Council that began May 29, 1987. Information about the council may be obtained from the Office of Personnel Development.

4. The Oregon council is related to the National Staff Development Council, 5198 Westgate Drive, Oxford, Ohio 45056. The National Council produces a monthly publication The Developer that goes to members. Many nationwide programs are described in the publication.

5. An important state program enacted by the 1987 Oregon Legislature through HB 2020 is now referred to as the Mentor Program, the beginning teacher support program. Many Oregon districts have been granted funds to carry out a mentor program as a way to assist beginning teachers to get off to a good start. A second part of this bill provides for special improvement committees on each school site.

House Bill 2020, passed by the 1987 Oregon Legislature, was the result of combining three of five similar bills into one. There are two important parts of this document to school

districts. One is the "MENTOR" program in which local districts may apply for funds to support a program where employed teachers are assigned to beginning employees to assist them in adjusting to the school, its students, and educational program (OAR 581-20-060 to -090). The other part provides financial and other support to districts in meeting the statute requirement as they develop "SCHOOL SITE COMMITTEES." These are to be broad based in membership and directed to provide programs designed to develop better opportunities for students and communities to work together (OAR 581-20-005 to -050), as well as to provide professional opportunities for staff.

The National Staff Development Council also has a quarterly journal. It is full of examples of development/improvement programs described in some depth. The spring 1987 issue has several articles on various approaches to mentoring.

Another publication that has had great acceptance for many years is the "Educational Leadership." It is the Journal of the National Association for Supervision and Curriculum Development, 125 N West Street, Alexandria, Virginia 22314. The November 1987 issue has many articles on "cooperative teaching" and "peer coaching."

Summary of Retraining

Retraining is an important phase of staff development or growth. This is required by state statute and rule.

The previous pages have directed attention to ways that districts can achieve these requirements.

It is in the best interest of students that competent persons are employed, are properly placed, are helped to obtain experience and greater skill development, are promoted when appropriate, and are helped to overcome personal problems that may influence the quality of the service rendered.

It is obvious that our major focus of attention is on the entire staff: teachers, administrators, and all support personnel. There are constant changes of employee groups within the total staff that must be considered. Some of these are:

- The employee whose orientation into the district and school requires special attention.
- The first-year employee.
- The experienced employee new to the district. (Both the new and the new experienced employee need help in becoming acquainted with the demographics of the district and school, the building as a workplace and the classroom as a workstation.)
- The employee of the district who is given a new assignment or placement on the district career ladder.
- The employee who has fallen below prior levels of performance and who needs help to recover these skills.
- The marginal employee whose performance is not at the level expected by the district.
- The employee who is motivated to improve professionally.

It may be noted that this publication does not directly address the needs of the marginal employee mentioned above. However, it is quite possible that what is described on these pages may help such persons to improve and become satisfactory employees.

All individuals can be an asset to the district if they are assisted in appropriate ways to move upward to higher levels of excellence and understanding. It is worth the effort of the district to assist in making this possible. The concepts formulated on these pages have been prepared to help districts carry out these options.

The consequence of what is called "staff development" on these pages is that students and teachers all gain.

An educational program is effective to the extent that students achieve the objectives of that program. The competencies that personnel must perform adequately are required by new or revised educational programs and depend upon staff development activities.

Also, the morale of certificated personnel improves because of the opportunities to learn about new curriculum innovations, better communication with others in related fields in other school systems and the sharing of these ideas among personnel within the school system. The formation of systemwide planning teams for staff development allow school systems to focus more closely on various needs and involve more school system personnel in the actual planning. Finally, there is an increased awareness by participants that staff development is a continuous professional development beyond attending workshop or college courses for advanced degrees or certification renewal.

RETAINING

Retaining is the mutual decision that the district and employee share in the determination that the employee will or will not be retained another year. The following applies to all staff members, both certificated and classified.

This decision may lead to retention for a second and then a third year. For the certificated employee this may lead to permanent status (tenure). This status is achieved at the start of the fourth year (see ORS 342.815(5)).

The following pages are devoted to describing how the two parties reach the agreement to retain or be retained.

> There is now a change in the procedure that has been followed in this document. This is the reference to another PMAC document, Evaluation Guidelines for School Personnel, 1986, in place of writing here the details that can be found in another, well-tried "blue book." This publication has been sent to all school districts. It is provided to districts that ask for it through the Oregon Department of Education Publications Sales Clerk (378-3589). Other references from this document will follow the page numbers when applicable.

The District

Every school district should have policies and procedures that direct its part in the retention process. These should give attention to the 1979 legislature that amended ORS 342.850(2).

Model policies may be found in Evaluation Guidelines on pages 3 and 32-35.

The district must keep records of all employees so that it can assist development, record growth, have position descriptions, maintain evaluation reports, assemble good comments, and other pertinent data. These files are confidential and should be guarded by board rules and procedures.

The position description is required by statute and rule and provides the basis for evaluation and necessary assistance programs. They should be reviewed each year and signed by both parties. The document is used to set the performance standards and goals for the next year as required by ORS 342.850(2)(b)(A). A model is shown in Evaluation Guidelines on pages 34-35.

The content of the file is important as a source of professional and personal records. It is a fundamental source when an employee is evaluated and when a dismissal process is brought before boards and courts, and when grievances and hearings are involved in such a way as to effect the employees file.

SUPERVISION AND EVALUATION

Supervision and evaluation are both tools for the improvement of performance. These functions apply to both the retraining portion of staff improvement, and to the retaining process which is related to the need for improvement and the evaluation of performance demonstrated by the employee.

All certificated employees must be supervised and evaluated by another certificated person, except in districts with fewer than 200 students (ORS 342.850(3)). Districts without an administrator may want to have staff of the education service district help with supervision and evaluation. Districts might want to use other options (e.g., contracting with capable persons).

Supervision and evaluation assignments should be made appropriately. Careful consideration should be given to providing enough qualified supervisors to oversee work and to make judgments about the work and the persons doing it. Districts should provide adequate time for persons assigned to supervise and evaluate, and for their professional updating in research and evaluation skills.

Basic Elements of a Sound Program

The following elements of a district program for supervision and evaluation apply to both certificated and classified employees. Supervision is a constructive plan or program for the improvement of instruction through the cooperative efforts of those involved. Evaluation is the process of ascertaining or judging by careful appraisal the employee performance.

1. Supervision and evaluation should promote personal growth and competent performance which, in turn, should result in the improvement of instructional and educational programs.

2. Supervision and evaluation should include provisions for objective judgment by qualified personnel.

3. Evaluation should be an essential part of staff development and service improvement, and should create a better understanding between employers and employees. Periodic evaluations should help supervisors and employees to identify strengths that should be encouraged or weaknesses that should be corrected. Evaluation may also help supervisors recognize employees' potential for greater responsibilities.

4. Supervisors should be trained in the skills of supervision and evaluation, and updated in educational research.

5. Employees should know where they stand with respect to job performance. They should receive recognition for outstanding work. They should know how to improve. Evaluation should be fair and conducted in a positive manner.

6. Position descriptions* should be prepared for all positions in the district and reviewed at the end of the school year, or as needed. Descriptions should be

* See Employment Procedures: Position Descriptions, Applications, Personnel Files (Salem: Oregon Department of Education, May 1979).

discussed with new employees at the time of employment. This discussion should include a review of the specific job and the expected performance.

7. Performance evaluations should be based on both the position description, the district-adopted standards of performance and the individual employee goals as developed with the supervisor.

8. Evaluations should be in writing, signed by both the evaluator and the person evaluated. (The signature of the person evaluated usually indicates merely that the evaluation was read. It does not necessarily indicate agreement.) Provisions should be made for the person evaluated to respond to the evaluation report.

Supervision

The supervision of staff performance and development of plans designed to assist individual growth are important to a program of staff development. The following will be of help in the development of appropriate plans for all staff members. Supervision is a constructive plan or program for the improvement of learning through the cooperative efforts of those involved.

1. Supervision should promote personal growth and competent performance which, in turn, should result in the improvement of the education program.

2. Position (job) descriptions should be prepared for all positions in the district and reviewed at the end of the school year or when needed. Descriptions should be discussed with new employees at the time of employment. This discussion should include a review of the specific job and the expected performance.

3. Staff should know where they stand with respect to job performance. They should receive recognition for outstanding work. They should know how to improve. Evaluation should be fair and conducted in keeping with district policies and contracts, and should reflect at all times the primary goal of professional and personal growth.

4. The district administrator should provide for the planning of programs for personal development of the staff, using involvement of affected staff and with the district board's approval.

    a. The programs may include college courses and workshops, special workshops and seminars, planned work sessions, and other activities that would improve individual skills.

    b. College programs may be held at any time, usually occurring after school hours. The district may pay the costs. Sessions may occur during regular working hours, and staff members will participate as part of the work day.

5. A cycle of supervision may include cooperative involvement between evaluators and persons to be evaluated regarding:

    a. Understanding procedures and individual performance needs.
    b. Establishing specific goals in performance terms.
    c. Observing the performance(s).

d. Obtaining data, including performance results.
e. Analyzing the data.
f. Planning the follow-up conference.
g. Conferring.
h. Scheduling additional segments of the cycle (items a-g) as needed.
i. Planning appropriate experiences.
j. Planning a professional growth program.

Evaluation

The evaluation of school district personnel is based upon the Oregon statutes, state rules, the findings of the courts, the Public Employees Relations Board, the Fair Dismissal Appeals Board, and good practice.

It is extremely important to recognize and apply the following:

1. The fundamental purpose of the school is to aid the learning of Oregon youth. This is accomplished by employing well-prepared teachers and other employees and is further accomplished by providing employees assistance in the performance of their duties.

2. Employees may be assisted in a number of ways. The basic procedure is that of supervision by trained supervisors. Further assistance may be provided by the district and building staff development program.

NOTE: The basic principle is an emphasis on supervision. Evaluation is only a part of the process. Both are designed to help all employees enhance student learning in a safe environment.

Staff Performance

A factor in the determination of the quality of staff performance is the evaluation process.

There are several uses for the evaluation data. One is the analysis of the way in which the entire staff meets school and district needs; the way changes have been brought about and the needs of students met. The other is the performance of individuals which becomes an important part of the retention decision.

It is also the basis for decisions by the employee and supervisor as the goals to be met the following year. (NOTE: Remember that the process applies to all employees, including the classified staff.)

1. There are several standards that must be considered if performance is to be evaluated. They include:

   a. Equal opportunity for employment and placement; i.e., the affirmative action plan of the district.
   b. The personal goals that are to be met that year, and the performance that shows the goals that have been met.

c. The job description and list of job responsibilities.
d. The Oregon state standards that apply to all certificated employees: teachers and administrators. See Appendix B.
e. The district performance standards based on those in Appendix B.
   (1) Those that may be adopted in collective bargaining agreements.
   (2) Those adopted by the board when there is no agreement.
f. The goals set in a plan of assistance when needed.
g. Other parts of collective bargaining agreements when appropriate.

2. The supervision of personnel is necessary for staff growth and the evaluation of the gains that may be made.

   Suggested Standards for Competent and Ethical Educators:

   There are performance standards developed and adopted by the Teacher Standards and Practices Commission. See Appendix D, pages 37–44.

   (A sample of some of the content of Performance Goals.)

   Performance Goals (What is expected to happen to improve performance before the next interview?)

   1. Improve the prepared lesson plans by indicating some individualized instruction plans.

   2. Develop and use procedures to help recognize student instructional needs.

   3. Make a list of successes for some of your students to report to the parents at the next conference.

   4. Others.

The Evaluation Procedure

Certificated Employees

The procedures for the evaluation of teachers, administrators, and other certificated employees may be found in Evaluation Guidelines* pages 21–24.

Suggested Standards of Performance, as adopted by the Oregon Teacher Standards and Practices Commission, are on (EG, '86) pages 11–20.

Various forms that may be used in carrying out these procedures may be found on pages 39–41 (EG, '86). Pages 39 and 40 are state required forms. It should be noted that there is a change on page 40, (2)(b)(D), to read ". . . and (ii) a written program of assistance for improvement is established, if one is needed to remedy the problem."

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* Evaluation Guidelines for School Personnel, 1986, PMAC, will be referred to on these pages as (EG, '86).

See also (EG, '86) pages 47–48 for "plans of assistance."

Classified Employees

The procedures for the evaluation of classified employees may be found in Evaluation Guidelines on pages 25–27, with Plans of Assistance on pages 47–48, and other various forms on pages 42–46.

A suggested checklist for reviewing the personnel evaluation process, see Appendix E, page 45 of this document.

THE EMPLOYEE

Now that the district board members and administrators have carried out the RETRAINING activities listed above and have adopted the policies related to them, and have developed and carried out the staff development and evaluation procedures, we are ready to look at the role of the employee in the process of RETAINING. Retaining is a dual procedure in which both parties participate and a decision is reached.

By the time the first year in the district has passed, and with the experiences of the following years, staff as a group and as individuals, both certificated and classified are ready to look at their personal condition as they relate to the educational programs and procedures used by the district. They will have found how to work with their district supervisors.

Employees will have found the services the district provides and their individual ability to make good use of them. They will also have found how to deal with their personal needs and possible stresses as shown in Chart B, page 5.

Employees will also have found the career opportunities and varieties of assignments that are open to them in the district. Individual career plans may be developed and reviewed with district personnel. The steps in the professional ladder will have been identified.

By the third year and later the staff member will have found paths to achievement and assistance within the district. They will also have developed and are following programs provided by higher education institutions and their degree requirements. They will have discovered the professional development offerings of professional organizations.

Many districts have ways to assist in this growth, i.e., by sabbatical and other shorter growth leaves; by district special grant funds; and by scholarships from a variety of agencies. Reimbursement for various inservice classes are often available by district plans.

By this time, employees will have found the official and unofficial "merit" programs that are available. It will be noted that "merit" may exist in several ways. These may be exhibited as some form of compensation and by differentiated staffing. These may all be incentives to improved work and to better positions, and specially assigned district projects.

FORMS OF MERIT

The various forms of merit may be illustrated as follows. This is from a study by Mark D. Schalock, and is titled "Developing School Personnel Incentive Programs: Policy and Practice" completed by the Teaching Research Division, Oregon State System of Higher Education.

Examples of Input-Process Variables

The assets the teacher brings to the classroom:

- knowledge of subject
- class preparation
- effective teacher practices
- educational background
- years of service
- contributions to students, department, or school
- cooperation with peers
- attendance
- subject taught
- program or product development
- professional development

Examples of Output-Outcome Variables

The assets the learner gains from the teacher input:

- student achievement
- student behavior
- student attendance
- productivity

Examples of Monetary Compensation

The gain in employee dollars

- one time bonus
- percentage salary
- extended contract
- performance-based salary schedule
- bonus effective for entire career

Examples of Nonmonetary Compensation

The assignments and opportunities the district gives the employee

- mini-sabbaticals
- public recognition
- greater decision-making role
- paid professional development opportunities
- reduction in classroom management responsibilities

RECOMMENDATIONS FOR IMPROVING RETENTION*

Districts that recruit, select, and induct the most talented teachers must also plan to retain them. The following suggestions are derived from research and the experience of school districts:

1. **Consider the emotional as well as the practical messages of wages.** Low salaries are a recurring reason for the attrition of talented teachers. In determining the proportion of the district budget that will be allocated to teacher salaries, realize that the wage as well as the manner in which it is given may be symbolic of community and administrative support of teachers.

2. **Explore methods of increasing compensation to exceptional teachers.** States and districts intent upon retaining talented teacher consider options including merit pay, stipends for services such as mentor teaching and peer coaching, and summer pay for serving on curriculum development or textbook selection committees.

3. **Applaud teachers' accomplishments within the district and community.** Recognition and support for achievement encourage talented teachers.

4. **Provide efficient systems for using teachers' professional judgment.** If schools are to keep top professionals who desire control over their work, they must fashion structures to obtain teachers' input to instructional decisions. Organizational systems such as grade-level meetings, administrative cabinets, quality circles, and topic-centered teams allow participation in the essential decision making of a school. Unless such structures are organized to use participants' time efficiently, they may have a negative rather than a positive effect on classroom instruction.

5. **Provide adequate material and personnel resources for classrooms.** The most intellectually capable teachers cite inadequate classroom resources as reasons for their disillusionment with the profession. The talented professionals' skills are used appropriately and their creativity is heightened when they have access to new, stimulating classroom texts and materials. Similarly, capable teachers are likely to be capable managers; providing teachers with paraprofessional aides who can assume nonteaching duties will allow teachers to focus upon and perfect the instructional role.

6. **Capable teachers need capable administrators.** Talented teachers may leave schools and districts to follow equally talented leadership. If a district seeks teachers of high academic and cognitive ability, it must also provide administrators of that caliber.

7. **Provide professional and personal development.** Talented teachers seek opportunities for both professional and personal growth through formal and informal sources. Collegial interaction, research grants, classroom observations, courses, and conferences stimulate those whose career choice has been influenced by their own love of learning.

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* How to Recruit, Select, Conduct, and Retain the Very Best Teachers, by Mary Cihak Jensen, Clearinghouse on Educational Management, University of Oregon, 1987, pages 52-53.

The RETAINING plan is now ready for implementation. The previous pages have presented several activities a district may provide for staff, with major attention to personnel development in its many phases. These pages have also outlined the many factors involved in retaining employees.

It is obvious that districts, and training schools, have a large investment in the initial training. Further development that is provided employees so they may grow in their several abilities used to carry out changing job descriptions add to the investment. The time and funds used in recruiting, employing, assigning, and orienting a new employee are sizeable. It is clear that it is economically and professionally desirable to retain these people in the district, perhaps in a new assignment up the career ladder.

The actual act of retaining involves both parties, the district and the employee. The district has had the opportunity to observe the employee during the time they have been on the job and while involved in the retaining process of their time with the district. This is recorded in the employee personal file. The employee has likewise had time to examine the district, become familiar with its policies and practices, and to have discovered the benefits the district provides staff members. The employee has also found the answer to personal and family situations, to the community in which they live and the stresses the home and school bring about.

With these changes, the parties may meet and review what has happened during the past year. The employer and the employee should discuss together the professional goals of the staff member. The parties are now ready to make a decision for the next year, and the employee is retained, the job description reviewed, and a contract is offered and signed or rejected by the employee.

The employee may have looked elsewhere for positions more to his/her liking and a change may be to their advantage, and a decision made to leave the district for other "greener pastures."

Districts should periodically review and evaluate their retaining (retention) program. The following may be a useful way to look at the district's program. It is drawn from a number of sources.

> Districts may be very similar in the programs and procedures that they use to retrain and retain employees. Local policies are most often based on the statutes and regulations, collective bargaining agreements and other factors they deem best and most useful. Why is there, then, a difference—sometimes very broad—between one district and another in the retentions that are made? This is where the intangibles come into play. These include the work environment, a sense of team among staff, pride in a workplace, and a sense of cooperativeness as staff address assignments. This difference may also be a factor when an employee decides to seek employment elsewhere.

SUMMARY OF RETAINING

Retaining is the goal of staff development, supervision, and evaluation, for it is the way in which a district first selects good applicants, helps them to grow into effective service and able teachers, administrators, and various support personnel.

The previous pages have given attention to the ways in which districts can reach these important goals.

The district always wants to have the best person who can effectively reach the students and lead them to effective growth and who provide outstanding service to school-age children.

It is obvious that all employees must have equal opportunity to grow in the manner that makes them effective workers and desirable individuals to carry out district assignments over the years ahead.

Some of the factors that are a part of the steps to retention are the following:

- Good employees are first attracted to the district, are assigned, are supervised and helped in numerous ways to grow in skills, knowledge, and work habits with students and the employers.
- The district spends considerable time on new employees and much of it should be designed to lead the staff member to a quality performance that will justify continued employment and additional opportunities in the district.
- A great deal of time and district talent is spent in evaluating the performance of staff members, and in providing the supervisory time and talent that leads employees to improved service.
- The district should become familiar with and may develop programs that can be built on the PMAC document, Evaluation Guidelines.
- There should be regular review of each position description for each employee.
- A review of the district supervision and evaluation programs should be carried out each year.
- A systematic process should be maintained to ensure continued updating in the state-of-the-art research and techniques for best serving students and staff needs. Included in this process may be networking with other districts. Sharing successful concepts by working with personnel from other districts improve education activities overall.

BIBLIOGRAPHY

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   b. District Improvement Programs, 1986
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   d. Equal Opportunities in Education, Instruction, and Employment, 1977
   e. Evaluation Guidelines for School Personnel, 1986
   f. Keeping Schools Open, 1986
   g. Personnel Guidelines and Model Policies, 1985
   h. Personnel Development for School Improvement, 1985
   i. Recruiting and Employing, 1987
   j. Staffing Alternatives, 1983
   k. Table of Contents, 1978

2. Developing School Personnel Incentive Programs: Policy and Practice; Marck D. Schalock, Oregon State Department of Education, June 1985

3. How to Recruit, Select, Induct, and Retain the Very Best Teachers; Mary Cihak Jensen, Eric Clearinghouse, 1987

4. Teacher Career Stages: Implications for Staff Development, Burke, Fessler and Christensen, Phi Delta Kappa; Fastback, No. 214

5. Staff Development Handbook, Oregon City Schools

6. Staff Development, 1987-1988, Phoenix-Talent Schools

7. Teacher Evaluation and Improvement of Instruction Guide, Parkersville Elementary School, Brooks, Oregon, 1987

8. Various articles from each of the following:

   a. American Educator, Spring 1987
      - "The Myth of the 'Great Principal'," page 18
      - "Shared Decision Making at the School Site: Moving Toward a Professional Model," page 10
   b. Education, USA; October 26, 1987: "District Seeks Ways to Attract, Retain Teachers," page 69
   c. Selected articles from The School Administrator (AASA), January 1988, Vol. 45, No. 1
   d. The School Administrator, January 1988
      - "Talented Teachers Use Varied Techniques," page 6
      - "Recruiting and Retaining the Best," page 38

APPENDIX A

DEFINITIONS

The following definitions come from several sources, some are found in the statutes and others have been developed for use in this and similar publications. The source will be indicated where appropriate. School boards will find adopting these definitions most beneficial.

Administrator: Any person who holds a valid Oregon Administrative Certificate and who is currently employed in a position defined as supervisory under ORS 243.650(14), (OAR 584-20-005(1)). This includes all superintendents, assistant/deputy superintendents and principals in the public schools or education service districts (ORS 342.120(1)). And any teacher the majority of whose employed time is devoted to service as a supervisor, principal, vice principal, or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, assistant/deputy superintendent of any such district or any substitute or temporary teacher employed by such a district (ORS 342.815(1)).

Advanced Studies: These are the learning activities that update and expand the knowledge, skill, and sensitivity of the employees. Generally speaking, advanced studies are designed to keep employees abreast of current developments in their field of employment and enhance the conceptual and theoretical base from which they operate. Programs of advanced study usually are offered by institutions of higher education, and usually lead to an advanced certificate, an advanced degree, or an advanced license.

Affirmative Action: The practice of district policy and implementation procedures adopted by the board to meet the federal and state statutes and regulations regarding the employment, promotion, and retention of employees, without regard to race, national origin, religion, sex, age, handicap, or marital status.

Certificated: Any person holding the proper certificate on April 1, to teach in the district identified education program, issued by Oregon's Teacher Standards and Practices Commission (ORS 342.125, 342.350).

Classified Employee: Any person employed in a position which does not require a teaching certificate.

Competence: The ability to teach a subject or grade level based on recent teaching experience or educational attainments, or both, but not based solely on being certificated to teach a subject or grade level (ORS 342.934(8).

Competent: Having the capacity to function or develop the responsibilities and duties as set forth in these rules (OAR 584-20-005(1)).

Continued Staff Development: The acquisition of new and advanced knowledge, skill, and sensitivity that enhances performance after entry into employment. Continued development occurs through both informal and formal learning experiences. Informal learning experiences include reading, exchange with colleagues, attendance at professional meetings, and on-the-job experiences generally. Formal learning experiences are usually of two kinds: inservice studies and advanced experiences or studies. This applies to all employees, teachers, support personnel, and administrators.

Corrective Discipline: May be involved with low productivity levels or poor attendance where there is a progression from an oral warning, then a written warning, next a suspension and finally an exclusion.

Curriculum Improvement: Pertains to the instructional content of the courses provided by the district. These will require review due to changes originating at the state level and in the goals and policies of the district. The findings of research and identified good practice in other districts should be considered.

Development and Growth in the Teaching Profession: Improvement in skill, ability, knowledge of subject matter, technique and attitude in relation to the present assignment or to future positions within the profession.

Due Process: A personnel procedure that has the elements of notice and an opportunity to be heard plus the right to defend in an orderly manner.

Educator: Any person engaged in the instructional program, including teaching, administering and supervising, and who is required to be certificated (OAR 584-20-005(3)).

Effective Job Performance: Is the determination of the way in which an employee of the district carries out the assignment as described in the district-approved job description. This is based on a planned program adopted by the district board that is consistent with the statutes and rules of the state and the findings of the courts.

Ethical: Conforming to the professional standards of conduct set forth in these rules (OAR 584-20-005(4), 584-20-035).

Evaluation: Includes regular appraisal of the effectiveness of the educational program of the district, the procedures for updating it as needed, and the performance of staff. It should include the gathering and interpretation of information appropriate to the responsibilities of each area, and the decision as to the changes that should be made and the process for bringing them about (ORS 342.850, 342.934), (OAR 584-20-040).

Goal: A statement of purpose that has been formally accepted by an organization to guide action.

Implementation of a New Program: Is the development of a feeling of "ownership" on the part of those who will implement the new activities. The staff that shared in the development of a program and the manner in which it is to be appraised, will be more eager to take part in its use and have an interest in its success. All plans should have built-in procedures for starting it, appraising it, and changing it as needed after a period of use.

Improvement of Existing Programs: Is a basic factor in the efforts to arrive at higher levels of excellence. It requires that the district develop and adopt plans and procedures for their implementation that will appraise the effectiveness of the present program, the needs of the students and staff and an awareness of the present status of the research related to program improvements.

Initial Staff Development: Is the acquisition of the knowledge, skill, and sensitivity needed to perform effectively upon entry to a particular role within the schools. Generally speaking, programs leading to an initial level of preparation are offered by academic and vocational institutions and involve a core of work in the liberal arts and sciences, basic studies in the disciplines, basic studies in the profession, and supervised field experiences in schools. Similar preparation for noncertificated personnel will include similar studies and supervision.

Job Description: A statement by the local school district describing a particular assignment in some detail; e.g., English teacher, elementary school principal, or head secretary for a high school. (Some districts use "position" description.)

Just Cause: A contractual term that means an employer must make a good faith determination of sufficient cause for discharge or discipline based on facts reasonably believed to be true and not for any arbitrary, capricious, or illegal reason.

Merit: Measurement of one teacher's ability and effectiveness against the ability and effectiveness of another teacher (ORS 342.934(8)(b)).

Multiple Observations: More than one occasion of incidental observation of the teacher in performance of duties and more than one occasion of formal observation of the teacher in planned instructional activities.

Performance Goals: Written criteria established at a preevaluation interview, based upon the job description and performance standards, that describe what the employee is expected to do to improve performance.

Performance Standards: Written criteria that identifies the indicators of quality relative to performing the responsibilities listed in the employee's job description.

Permanent Teacher: Any teacher who has been regularly employed by a fair dismissal district for a period of not less than three successive years, whether or not the district was such a district during all of such period, and who has been re-elected by such district after the completion of such three-year period for the next succeeding school year. (ORS 342-815(5))

Personal Development: Applies to the ways in which individual staff members have engaged in academic or other forms of inservice activities, the demonstration of improvement in meeting assignments, and the manner in which they have grown as a person.

Policy: A planned statement, adopted by the local school board, through which it states a position, intent, or belief about a matter for which it has a responsibility.

Probationary Teacher: Any teacher employed by a fair dismissal district who is not a permanent teacher (ORS 342.815(6)).

Program of Assistance: A written program established for the employee at the post-evaluation interview designed to assist an employee who failed to meet one or more performance goals to attain the necessary development and growth in the assignment. This applies to administrators, certificated and classified personnel.

Seniority List: The oldest employee in points of service and competence for the position proceeding so on down the list of employees to the youngest in point of service based on the first day of actual service with the school district.

Service: Starts on the first working day with the district (ORS 342.934(3)(c)).

Staff: As used in this document includes all employees, certificated, and classified, without regard to the individual assignment.

Staff Development: Is the gradual and continuing process of accumulating the knowledge, skill, and sensitivity needed to function effectively in specified roles in particular school settings, commencing with entry to an approved preparation program and terminating with retirement. The two major phases of professional development involved growth that occurs prior to assuming a position and growth that occurs after assuming such a position.

Staff Growth Studies: Are the learning activities that are designed to enhance job performance within a particular school setting. Generally speaking, service studies are designed to satisfy specific staff development needs within a district or a state, and usually are sponsored by a local district, a state agency or a professional association. Some inservice activities may be accepted by institutions of higher education for advanced certification or advanced degrees. Some districts also provide their own system of "credits" for inservice studies and advanced studies.

Staff Support: Includes both the physical equipment and supplies that are provided to assist in carrying out assigned duties, and the methods other individuals or groups that help an employee carry out assigned tasks and in reaching new goals.

Staff Management Program: Includes all the activities presented in this document and other related activities designed to help staff increase in competence.

Substitute Teacher: Any teacher who is employed to take the place of a probationary or permanent teacher who is temporarily absent (ORS 342.615(7)).

Teacher: Any person who holds a teacher's certificate as provided to ORS 342.125 or who is otherwise authorized in teach in the public schools of this state and who is employed half time or more as an instructor or administrator (ORS 342.815(8)).

Teaching Experience: Employment on contract as probationary or permanent teacher.

Teaching Responsibilities: Duties assigned to the teacher, whether classroom instruction, counseling, curriculum development, or administrative duties. (See job description, page 30.)

Temporary Teacher: A teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, or dismissal of a permanent or probationary teacher (ORS 342.815(9)).

Written Criteria: Evaluative criteria including job descriptions, performance standards, performance goals and certification requirements, including standards of competent and ethical performance of professional duties.

APPENDIX B

MODEL POLICIES

The following are suggested model policies for use in the content of this document.

District boards and superintendents will want to give careful thought to the number of policies to be adopted and the detail of their content. It is probably best for a policy to be a relatively short, formal statement of board intent and purpose through which a basic position is described. It will often include the identification of responsibility for its implementation.

District boards and superintendents often develop rules by which a policy will be implemented. Superintendents frequently prepare procedures for the management of the district to carry out these rules. A new development is the site committee program, which places responsibility on a broad base of members (ORS 336.705 to 336.780). Rules may be approved as part of the policy statement at the discretion of the board.

MODEL POLICY STATEMENTS

The following suggestions and "model" policy statements are NOT intended to provide for all the policies a school board should prepare and adopt. They relate primarily to those that are of most concern to local district boards and employees. They emphasize personnel matters. These materials may be especially useful to local district boards which do not have the advantage of advice and counsel from a district administrator or superintendent. Those that are based on statute or rule have references cited when appropriate.

The statements of basic policy are SUGGESTIONS ONLY. It is expected that the local district administrator and board will develop and adopt policies appropriate to the district, and will establish the rules and procedures necessary to implement the policies. The education service district (formerly IED) staff may help significantly in this process and in evaluating and modifying the "policies."

These laws and regulations apply equally to education service districts (ESDs). In addition to developing their own policies and procedures, ESDs may want to offer help to school districts.

THESE ARE SUGGESTED STATEMENTS
DISTRICT BOARDS SHOULD AMEND THEM TO MEET LOCAL CONDITIONS

Job/Position Descriptions

Each school district board should prepare policies that provide for all personnel employed, to include but not limited to:

1. Job and position descriptions for both certificated and classified personnel. These descriptions should include, but need not be limited to, duties, responsibilities, authority and lines of communication. These descriptions are needed to help the district seek and employ those best qualified to meet the educational and other needs of the district programs and services, and to meet the conditions of the laws as they effect employment, retention, evaluation, and related matters.

2. The identification of the types of all positions to be filled and the certificates needed for these positions. All certificated employees must be assigned to and hold positions for which they are qualified under the rules of the Teacher Standards and Practices Commission (OAR 581-22-262). The Commission offices are located at 630 Center Street NE, Suite 200, Salem 97310-0320, phone (503) 378-3586.

3. Some districts may wish to seek help from education service district (ESD) personnel in the development and implementation of these policies. See also Table of Contents, "Job/Position Descriptions," Sections 2140, 2210, 2310, 2410, and 2510 (Salem: Oregon Department of Education, 1978).

Policy Number

The district board shall prepare and regularly update descriptions for every position. Implementation of this policy is assigned to the district administrator.

There shall be two groups of employees: Those who are required to hold an appropriate teaching or administrative certificate, and those who are not required to hold such and who are in the classified service.

Employment Practices

Each school district board must adopt an Equal Employment Opportunity policy defining procedures which will assure fair treatment and equal opportunity to all persons regardless of race, national origin, religion, sex, age, handicap, or marital status (ORS 659 and OARS 581-21-045, -048, -049).

1. At the time of original employment
2. During employment
3. At termination of employment.

The district board may wish to refer to Equal Opportunities in Education: Instruction and Employment (Salem: Oregon Department of Education, 1977).

Policy Number

The district board shall engage in equal employment opportunity practices and have an affirmative action plan. There shall be no discrimination in employment on the basis of race, national origin, religion, sex, age, handicap, or marital status. Responsibility for the development and implementation of this plan is delegated to the district administrator (ORS 659 and OARs 581-21-045, -048, -049).

Employment Procedures

Policy Number

The district board shall establish and provide for the orderly and appropriate employment of district staff and direct the superintendent to develop procedures necessary for the implementation of such employment practices.

Staff Development and Evaluation

Each school district board must provide personnel policies that consider the needs and objectives for staff development and that define the responsibility for their implementation (OAR 581-22-241).

Policies are required that provide for the development and implementation of an evaluation system for all personnel. The evaluation should be an ongoing process beginning with initial interview and should include clear statements of purpose and procedures.

The Oregon statutes require:

1. A biannual evaluation of each teacher using the state form revised May 1977 (Form No. 1231). Each district must provide the form and may also develop and use additional documents for local use (ORS 342.650(1)).

2. The staff evaluators of certificated employees hold teaching certificates except in districts having an average daily attendance of less than 200 (ORS 342.850(1)).

3. Opportunity for teachers to make written statements relating to their evaluations and other items in individual personnel files and to have the statements placed in that file (ORS 342.8509(4)).

See Table of Contents, "Staff Development and Evaluation," Sections 3500 and 3600, respectively (Salem: Oregon Department of Education, 1978) and Evaluation Guidelines for School Personnel (Salem: Oregon Department of Education, 1986). PMAC

Districts should carefully provide and observe written policies and procedures to cover all items involved in personnel evaluation. Many legal issues arise in this area of district responsibility. Some districts may wish to obtain assistance in developing these statements.

Policy Number

The district shall provide opportunities for staff development and improvement, and personnel shall participate in programs designed to achieve these purposes, including annual appraisal of employee progress toward acceptable outcomes.

Personnel Files

Policy Number

Personnel files shall be maintained for each employee of the district. The official set shall be maintained in the office of the district administrator (ORS 342.850(2)(5)).

The personnel file shall be open for inspection by the employee and such other persons as are officially designated by the board or employee in accordance with rules and procedures adopted by the board.

The files shall include, but are not limited to: (1) Applications for employment and related documents; (2) Academic transcripts; (3) Employment contracts; (4) Annual performance evaluation reports; (5) Records of academic work and related professional growth; (6) Commendations, complaints, and suggestions; (7) Statements that the employee may initiate dealing with documents on file, conditions of employment, or others as may be desired.

Hearing Rights

Policy Number

A hearing may be required in any of the following instances. An employee requesting a hearing shall have an opportunity to have a hearing prior to any final action resulting in discipline, demotion, nonrenewal, or dismissal.

- A classified employee who files a request for a hearing within 15 days of dismissal or demotion under ORS 342.663.
- Employee grievance (where the grievance procedures so requires).
- Probationary teachers who are being dismissed during the contract period.
- Probationary teachers who are not renewed at the end of the contract period and who meet any one or more of the following: (1) If the teacher has a clearly implied promise of continued employment; (2) If the teacher has an expectancy of re-employment; (3) If the teacher is denied renewal for a reason which would damage his/her standing or association within the community; (4) If the action of the school administration imposes a stigma or other disability foreclosing the teacher's freedom to take advantage of other teaching opportunities.
- Probationary teachers or administrators not entitled to a hearing under (3) or (4) but who request a hearing.

Informal Meeting

Policy Number

A meeting with the board may be given the employee in the following instances: (1) Meetings to commend or recognize an employee's outstanding performance or service to the district or community; (2) others.

Fair Employment

Policy Number

Administrative procedures for activities prior to hearing to discipline, demote, nonrenew, or dismiss an employee shall include, wherever reasonable, a NEAT procedure: N-notice; E-explanation; A-assistance; and T-time.

- Notice—an early notice from the supervisor providing an opportunity for the employee to be aware of specific deficiencies.
- Explanation—a statement of the reasons for the action by the supervisor.
- Assistance—information from the trained supervisor as to how he/she will assist the employee to improve.
- Time—adequate time for the employee to make a change of behavior.
- The board shall remain unbiased and will not become involved in administrative decisions as to discipline, demotion, nonrenewal, or dismissal of employee prior to a recommendation from the chief administrative office (superintendent or principal).
- The administrative officer of the district shall be responsible for implementing all board policies and administrative processes relating to discipline, demotion, nonrenewal, or dismissal of employees.

The above are suggested policy statements. School boards should amend or otherwise alter the content to meet local conditions prior to possible approval.

APPENDIX C

CHECKLIST FOR EVALUATING A STAFF DEVELOPMENT PROGRAM

This checklist may be used early when the district first starts to consider the need for a staff development program to review the present status and possible need for such a development program. The first step is to determine that the district needs such a program. The next is to determine what is already provided by the district and what more may be needed. When this has been done, it is then useful to check for the following elements of a district strategy for the development of the program.

		Already Doing	Not Now Doing	Need to Check Further
1.	Employees participate in decisions.	____	____	____
2.	Administrators are involved in the training.	____	____	____
3.	Adequate time is provided for planning, practicing, and problem solving.	____	____	____
4.	District administrative support is evident and visible.	____	____	____
5.	Learning expectations are clearly stated.	____	____	____
6.	Training includes demonstration and practice.	____	____	____
7.	Training content is focused on improvement of an instructional program.	____	____	____
8.	Training adheres to principles of adult learning.	____	____	____
9.	Training is extended over a period of time.	____	____	____
10.	Employees observe each other in applying learnings (coaching).	____	____	____
11.	Regular meetings occur frequently that focus on practical problems.	____	____	____
12.	The staff development program is compatible with the realities of work at the building level.	____	____	____

SUGGESTED STANDARDS FOR COMPETENT AND ETHICAL EDUCATORS

The Oregon legislature has given responsibility for "Standards for Competent and Ethical Performance of Oregon Educators" to the Teacher Standards and Practices Commission. Violations of these standards shall be admissible as evidence of gross neglect of duty or gross unfitness. (ORS 342.175(5))

Local school districts should adopt a statement of local standards. It is suggested that they be the following, which is the Commission's Standards, OAR 584-20-000 to -035. ***Items in italics have been added as samples of the kinds of statements a district may want to develop as indicators of performance.***

The Competent Educator (OAR 584-20-010)

The teacher or administrator demonstrates a commitment to: (a) recognize the worth and dignity of all persons, (b) encourage scholarship, (c) promote democratic citizenship, (d) raise educational standards, and (e) use professional judgment.

REMEMBER THESE TSPC STANDARDS ARE SUGGESTIONS.

Curriculum and Instruction (OAR 584-20-015)

(1) The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

(2) The competent teacher demonstrates:

(a) Use of state and district adopted curriculum and goals by:

1. *Explaining the relationship between instructional activities and the adopted district and course goals.*
2. *Following a planned course statement for each course taught.*
3. *Preparing lesson plans consistent with course goals.*
4. *Implementing learning activities and assessment procedures.*

(b) Skill in setting instructional goals expressed as learning outcomes by:

1. *Showing skill in goal writing.*

REMEMBER THESE TSPC STANDARDS ARE SUGGESTIONS.

2. *Developing appropriate group and individual instructional activities.*

3. *Determining the degree to which students reach goals.*

(c) Use of current subject matter appropriate to the individual needs of students by:

1. *Developing curriculum and setting goals within the ability of individual students.*

2. *Developing learning goals with students based on individual student needs.*

3. *Clearly differentiating learning goals based on individual student needs.*

(d) Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available by:

1. *Using knowledge of specific student needs in determining individual programs.*

2. *Recognizing individual needs and adapting to student growth during the year.*

(e) Skill in the selection and use of teaching techniques conducive to student learning by:

1. *Using evaluation materials to identify individual instructional needs.*

2. *Providing a variety of instructional procedures designed to meet individual student needs.*

3. *Utilizing appropriate instructional resources.*

(3) The competent administrator demonstrates:

(a) Skill in assisting individual staff members to become more competent teachers by complying with state law, rules, and lawful and reasonable district policy and contracts by:

1. *Carrying out assigned duties as specified in state laws and rules, and in district policies and procedures.*

2. *Informing staff, students, and the public as to their rights and responsibilities.*

3. *Monitoring compliance with district policies and procedures.*

REMEMBER THESE TSPC STANDARDS ARE SUGGESTIONS.

(b) Knowledge of curriculum and instruction appropriate to assignment by:

1. Becoming familiar with the instructional programs of the district.

2. Assisting staff to meet district requirements and student needs.

(c) Skill in implementing instructional programs through adequate communication with staff by:

1. Including all assigned employees in a dissemination program of:

a. Districtwide department information.
b. Building/department information.
c. Other matters appropriate for distribution.

2. Using appropriate media.

3. Utilizing interpersonal skills in working with staff.

(d) Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential by:

1. Reviewing current practices with students, staff, parents, and patrons.

2. Planning for desired changes based on review of current practices.

Supervision and Evaluation (OAR 584-20-020)

(1) The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

(2) The competent teacher demonstrates:

(a) Ways to assess progress of individual students by:

1. Maintaining a recordkeeping system which will include:

a. Pretest data on each goal.
b. Posttest data on each goal.
c. General comments.
d. Instructional progress.

2. Using goal-relevant instruments.

REMEMBER THESE TSPC STANDARDS ARE SUGGESTIONS.

(b) Skill in the use of assessment data to assist individual student growth by:

1. *Maintaining a plan for alleviating student learning weaknesses and strengthening/developing skills.*

2. *Appropriately interpreting individual student assessment data.*

(c) Procedures for evaluating curriculum and instructional goals and practices by:

1. Monitoring student learning outcomes.

(d) Skill in the supervision of students by:

1. *Interacting in a consistent manner.*

2. *Respecting students' individual rights.*

3. *Providing positive verbal and nonverbal feedback.*

(3) The competent administrator demonstrates:

(a) Skill in the use of assessment data to provide effective instructional programs by:

1. *Determining areas of greatest need in strengthening instructional programs to provide curriculum balance.*

2. *Determining what information is needed to provide effective instructional programs.*

3. *Comparing da[illegible] determine appropriate curriculum changes.*

4. *Deciding what information will be needed to evaluate programs once under way and applying that information for modifying or continuing the programs.*

(b) Skill in the implementation of the district's student evaluation programs by:

1. *Utilizing appropriate goal-setting and evaluation programs.*

2. *Utilizing objective as opposed to subjective criteria.*

3. *Utilizing appropriate means for reporting test information.*

4. *Complying with district policies, rules, and regulations on the use of evaluation.*

REMEMBER THESE TSPC STANDARDS ARE SUGGESTIONS.

(c) Skill in providing equal opportunity for all students and staff by:

1. Showing knowledge of and compliance with relevant laws, rules, and policies.

2. Informing staff and students of relevant laws, rules, policies, and building procedures.

3. Investigating complaints of unequal opportunity and assuring equal treatment.

(d) Skill in the use of employee techniques appropriate to the assignment and according to well-established standards which insure due process for the staff being evaluated by:

1. Following the district's evaluation process.

Management Skills (OAR 584-20-025)

(1) The competent educator is a person who understands students and is able to relate to them in constructive ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.

(2) The competent teacher demonstrates skills in:

(a) Establishing and maintaining classroom management that is conducive to learning by:

1. Respecting student opinions.

2. Exhibiting positive verbal and nonverbal influence on students.

3. Providing an atmosphere in which students remain on task and are expected to reach course goals.

4. Providing information about the enforcement of conduct standards.

5. Regularly monitoring student learning procedures.

(b) Using and maintaining district property, equipment, and materials appropriately by:

1. Demonstrating and encouraging respect for public property.

2. Instructing students in proper use of equipment and materials.

REMEMBER THESE TSPC STANDARDS ARE SUGGESTIONS.

(c) Using and maintaining student records as required by district policies and procedures by:

1. *Demonstrating the use of district policies regarding the use of student records.*

(d) Using district and school business and financial procedures by:

1. *Following prescribed procedures in using and recording district funds.*

(e) Using district lawful and reasonable rules and regulations by:

1. *Knowing building and district rules and regulations.*
2. *Observing the spirit and intent of rules and regulations of the school and district.*
3. *Exhibiting consistent application of rules and regulations.*
4. *Requiring student compliance with and enforcing school rules.*

(3) The competent administrator demonstrates:

(a) Skills in managing the school, its students, staff, and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations, and other programs as assigned, and assures that staff is informed of these requirements by:

1. *Developing a management model.*
2. *Reviewing position descriptions with all staff members.*
3. *Developing and disseminating staff and student handbooks.*
4. *Monitoring policies, rules, regulations, laws, etc., and implementing requirements and appropriate changes.*
5. *Utilizing a communication system.*

(b) Skills in planning and staff utilization by:

1. *Developing a planning model.*
2. *Identifying and giving recognition to staff strengths and interests.*
3. *Utilizing staff resources.*
4. *Monitoring staff performance and student learning.*

REMEMBER THESE TSPC STANDARDS ARE SUGGESTIONS.

Human Relations and Communications (OAR 584-20-030)

(1) The competent educator works effectively with others—students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students.

(2) The competent teacher demonstrates:

(a) Willingness to be flexible in working cooperatively with others by:

1. *Constructively managing professional differences.*

2. *Adjusting readily to emergency or changing conditions.*

3. *Carrying an appropriate share of extra assignments.*

(b) Skill in communicating with students, staff, parents, and other patrons by:

1. *Presenting clearly information in both oral and written form.*

2. *Conferring with parents regarding student instructional needs.*

(3) The competent administrator demonstrates:

(a) Skill in helping students, staff, parents, and other patrons to learn about the school and its programs by:

1. *Reporting accurately information about district programs and procedures.*

2. *Responding to community needs and concerns.*

(b) Skill in communicating district and program goals to staff and public by:

1. *Stating and interpreting district goals and programs.*

2. *Using designated channels to bring ideas, suggestions and questions from students, staff, and public to the attention of appropriate persons or groups.*

(c) Willingness to be flexible in cooperatively working with others by:

1. *Constructively managing professional differences.*

2. *Adjusting personal and staff activities to meet emergency and changing conditions.*

REMEMBER THESE TSPC STANDARDS ARE SUGGESTIONS.

3. *Assuming an appropriate share of extra assignments.*

(d) Skill in reconciling conflicts by:

1. *Considering all sides of an issue and suggesting alternative solutions.*

2. *Leading individuals to analyze and resolve conflicts in a positive manner.*

The Ethical Educator (OAR 584-20-035)

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession. *(Note: Statements as indicators of performance have not been suggested for the ethical educator.)*

(1) The ethical educator, in fulfilling obligations to the student, will:

(a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family;

(b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.

(2) The ethical educator, in fulfilling obligations to the district, will:

(a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;

(b) Conduct professional business, including grievances, through established lawful, and reasonable procedures;

(c) Strive for continued improvement and professional growth;

(d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties.

(3) The ethical educator, in fulfilling obligations to the profession, will:

(a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty.

(b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities.

(c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

APPENDIX E

A SUGGESTED CHECKLIST FOR REVIEWING THE PERSONNEL EVALUATION PROCESS

___ 1. The district board has adopted a plan of development for the evaluation process.

___ 2. The board has adopted rules to govern access to personnel files.

___ 3. The board has adopted rules to specify the school officials designated to inspect personnel files.

___ 4. The board has adopted rules on the Personnel Evaluation Process.

___ 5. The board has adopted rules to document definitions of all major terms to be used in the process.

___ 6. The evaluation process should serve one major purpose: "Improve the Quality of Work.

___ 7. The district job descriptions are made clear during the preevaluation interview.

___ 8. The district performance standards indicate a degree of performance of assigned work.

___ 9. The performance goals describe what the employee is expected to do to improve the quality of work.

___ 10. The district evaluation process uses multiple observations before the postevaluation interview.

___ 11. The district has adopted rules to use the State Evaluation Form. See reverse side of Form.

___ 12. The district has adopted a program of assistance for an employee that fails to meet the performance goals.

___ 13. The district has a plan to use a third party to assist the employee and supervisor when concern develops. (Hearings, 1980; and Due Process Hearing Handbook, 1980, Oregon Department of Education.)

___ 14. The district has fair procedures (due process) for working with people.

___ 15. The district board has adopted a plan of implementation for the evalution process.

___ 16. The district has a process for staying informed on state-of-the- art educational research and evaluation proceaures in other districts.